

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH

SUB-DOMAIN: MOTOR DEVELOPMENT

- Goal 17: Children demonstrate strength and coordination of large motor muscles.
- Goal 18: Children demonstrate strength and coordination of small motor muscles.
- Goal 19: Children use their senses (sight, hearing, smell, taste, and touch) to guide and integrate their interactions.

SUB-DOMAIN: PHYSICAL WELL-BEING

- Goal 20: Children demonstrate stamina and energy to participate in daily activities.
- Goal 21: Children engage in a variety of physical activities.

SUB-DOMAIN: HEALTH

- Goal 22: Children practice basic personal care routines.
- Goal 23: Children demonstrate personal health and hygiene skills.
- Goal 24: Children eat a variety of nutritious foods.
- Goal 25: Children demonstrate knowledge about and avoid harmful objects and situations.
- Goal 26: Children demonstrate awareness and understanding of safety rules.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: MOTOR DEVELOPMENT****GROSS MOTOR SKILLS: BALANCE, MOVEMENT, AND COORDINATION****GOAL 17: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Coordinate whole body to make complex movements for moving from place to place (walk, run, hop, and climb).</p>	<ul style="list-style-type: none"> ▪ Walks and runs with skill; changing both speed and direction. ▪ Climbs in and out of bed, or onto a steady adult chair. ▪ Pounds object with intent and precision (hammers peg with accuracy). ▪ Kicks and throws a ball, but with little control of direction or speed. ▪ Jumps in place. ▪ Balances on one foot briefly. ▪ Bends over easily at the waist without falling. ▪ Walks in a straight line. ▪ Walks backwards. ▪ Walks up and down stairs (not alternating feet), without assistance. 	<ul style="list-style-type: none"> ▪ Offer spaces that encourage play opportunities for child to run, throw, jump, kick, and climb. ▪ Roll balls on the ground to and from with the child, and later, gently bounce pliable balls for the child to catch. ▪ Provide a variety of materials and equipment (riding toys, low climbing structures). ▪ Offer low curbs and low soft balance beams for children to step on and off. ▪ Draw lines on sidewalks with chalk or in the dirt for children to walk along. ▪ Play music and drums for marching, swaying, and hopping. ▪ Engage child in physical activities that promote balance (rocking, swinging, rolling, and spinning). ▪ Play simple repetitive games where the child stands up, sits down, stands up, sits down. ▪ Provide opportunities for child to try different body positions (bending, twisting). ▪ Modify activities to ensure individual participation of each child (provide ramps or low steps to ensure access to climbing equipment).

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: MOTOR DEVELOPMENT****FINE-MOTOR SKILLS: PREHENSION, REACHING, AND MANIPULATION****GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Coordinate arms, hands, and fingers to accomplish purposeful fine-motor tasks.</p>	<ul style="list-style-type: none"> ▪ Turns book pages, one page at a time, most of the time. ▪ Scribbles with drawing and writing tools. ▪ Begins to imitate marks (scribbled lines, a circle). ▪ With support, puts on slip-on shoes, coats, hats. ▪ Uses forefinger to thumb grasp with precision. ▪ Uses a paintbrush. ▪ Folds blanket, cloth diaper, or paper, with assistance. ▪ Pours and dumps water, sand, and other materials using containers or a simple tool. ▪ Pours liquid from a small pitcher to a cup. ▪ Opens doors, with assistance, by turning and pulling doorknobs. ▪ Eats with utensils; using some eating utensils appropriately. ▪ Completes simple insert puzzles (uses shape sorter box or puts pegs into peg board). ▪ Imitates hand motions of simple finger plays or songs. 	<ul style="list-style-type: none"> ▪ Provide a variety of books in size and shape for independent holding and page-turning. ▪ Engage child in scribbling using crayons, chalk, markers, and large pencils. ▪ Provide experiences that support the use of fingers and hands in many different positions such as finger painting, manipulating play dough, or painting with a brush at an upright easel. ▪ Engage child in activities that promote moving fingers individually (finger plays, typing on a toy keyboard, or using finger puppets). ▪ Model writing and drawing tools in everyday life. ▪ Engage child in playing with and stacking a variety of sizes of large and small blocks. ▪ Provide time, opportunity, and support for practicing dressing including trying on shoes, coats, hats, gloves, boots, shirts, smocks, and vests. ▪ Offer activities for sorting and folding clothes. ▪ Provide child-sized utensils and containers for pouring during mealtime. ▪ Offer “cooking” opportunities where children pour, scoop, and stir. Offer recipes where precise amounts are not necessary. ▪ Offer mealtime opportunities for children to serve some foods to their own plates. ▪ Provide opportunities for water and sand play with a variety of scooping, filling, and pouring materials. ▪ Offer smocks for children as they play in messy

			<p>activities.</p> <ul style="list-style-type: none">▪ Have brooms, clean up clothes, and paper towels nearby to handle messes and mistakes as children are not yet precise in their coordination.
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DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH

SUB-DOMAIN: MOTOR DEVELOPMENT

SENSORY MOTOR SKILLS

GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Regulate actions and responses based on sensory input.</p>	<ul style="list-style-type: none"> ▪ Demonstrates awareness of self and body in space (walks around table without bumping into it). ▪ Moves eyes rather than head to track objects. ▪ Holds materials at an appropriate distance. ▪ Performs basic creative movements, with adult guidance or alone (dances to music or rhythm). ▪ Eats food with a variety of textures, tastes, and temperatures. ▪ Exhibits eye-hand coordination (builds with blocks, puts items in a container, completes simple puzzles, or strings large beads). ▪ Climbs, walks up inclines, slides, swings, and jumps from a low height to integrate sensory input. ▪ Plays with materials of different textures (sand, water, leaves). 	<ul style="list-style-type: none"> ▪ Comment positively and specifically about how a child is responding to a sensory experience in play (e.g. "You touched that leaf over and over. Was it smooth, or rough, or sticky?"). ▪ Model movements and invite child to participate (e.g. dance, twirl, march, or drum together). ▪ Provide objects for catching and throwing (e.g. soft balls including large and smaller balls; beanbags). ▪ Provide containers for filling, emptying, dumping, and shaking. ▪ Provide a variety of sensory materials such as water, snow, mud, and sand for the child to explore. ▪ Offer a variety of food with varying sizes, shapes, textures, tastes, and temperatures.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: PHYSICAL WELL-BEING****PHYSICAL FITNESS****GOAL 20: CHILDREN DEMONSTRATE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Engage in new and familiar physical activities with and without adult prompting.</p>	<ul style="list-style-type: none"> ▪ Sleeps for 10-14 hours including naps; awakening rested and ready for daily activities. ▪ Runs smoothly on even and uneven surfaces. ▪ Attempts to balance, and has increasing success balancing on low ledges and curbs. Combines motor actions in sustained play (e.g. playing on small slides, climbing on small structures, using wheel toys, carrying objects of varying sizes and shapes, throwing and catching, dancing, and marching). ▪ Carries, dumps, fills, pulls, pushes heavier objects. ▪ Stacks objects at increasing heights. 	<ul style="list-style-type: none"> ▪ Provide child with active play opportunity throughout each day including play on slides, climbing spaces, surfaces for wheel toys, and space for sustained running, as well as indoor tumbling mats and foam risers. ▪ Provide safe and inviting areas to encourage sustained movement and balance (i.e. slightly elevated inclines, low steps, and soft surfaces). ▪ Provide equipment, materials, and activities for structured active physical play, including child-sized balls and wheel toys, musical instruments, active follow-along songs, and active play rhythmic poems and stories. ▪ Provide daily quiet activities, rest periods, and nap times. ▪ Limit child's screen time (watching TV and videos, and sitting at a computer games) to no more than two hours of each in a 24-hour period, including that home and child care settings. ▪ Accompany the child on daily short walks, where the child is not in a stroller. ▪ Model physical activities by playing with the child rather than watching the child play.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: PHYSICAL WELL-BEING****PHYSICAL FITNESS****GOAL 21: CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Engage in a variety of sequenced movements with increased balance.	<ul style="list-style-type: none"> ▪ Attempts new activities that require familiar and unfamiliar physical movement, with or without adult assistance. ▪ Participates actively in simple games, dance, and movement activities (e.g. catches and kicks a ball, plays chase). ▪ Uses tools to obtain a result. 	<ul style="list-style-type: none"> ▪ Talk with child about the positive effects of exercise. ▪ Model enthusiasm for a child's efforts and use words to describe physical activities. ▪ Watch for children's cues about when they are ready to attempt a new skill. Provide support as the child attempts an activity that is challenging, rather than forcing a child to try a new skill. ▪ Play a variety of active games with the child (e.g. simple and safe obstacle course or running with scarves as parachute play). ▪ Plan time and activities both indoors and outside, daily. ▪ Limit child's screen time (watching TV and videos, playing computer games) to no more than 2 hours of quality programming each day, including home and child care settings. ▪ Move to music or sing songs with the child that involves a variety of active physical play (e.g. finger plays, hand motions, crawling, marching, jumping, dancing, leaping, and mimicking movements such as swimming or rowing a boat).

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: HEALTH****DAILY LIVING SKILLS****GOAL 22: CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Participate in meeting personal care needs.	<ul style="list-style-type: none"> ▪ Shows through gestures, expressions, body language, or words that they need to urinate or have a bowel movement. ▪ Feeds self with spoon, without assistance. ▪ Washes hands, with assistance. ▪ Demonstrates interest in changing clothes when wet or muddy. ▪ Participates in putting on shoes and socks. ▪ Dresses and undresses completely, with assistance. ▪ Uses personal care objects correctly and regularly, sometimes with assistance (drinks from open cup, brushes hair, brushes teeth). ▪ Participates in sleeping routines such as getting and arranging their bedtime comfort items. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to participate in personal care (e.g. choose clothes to wear, use toothbrush, and for older toddlers, dress self using very basic closures). ▪ Provide opportunities for child to be responsible for personal belongings (e.g. hanging up own jacket, placing shoes in a bin, putting artwork in the cubby). ▪ Provide easy on/off clothing to allow child a chance to practice personal care. ▪ Read with child and practice other calming routines at naptime and bedtime. ▪ Be aware of culturally-based personal care strategies used by families to promote interdependence. ▪ Use child sized feeding utensils, small pitchers and serving bowls, so children can practice serving themselves.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: HEALTH****DAILY LIVING SKILLS****GOAL 23: CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Show some awareness of personal health and hygiene skills.	<ul style="list-style-type: none"> ▪ Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper, when prompted. ▪ Shows interest in toilet training and begins to use toilet regularly by 36 months, with assistance. ▪ Participates in bathroom routines. ▪ Washes and dries hands at appropriate times, with minimal assistance (after diapering/toileting, before meals, after blowing nose). ▪ Uses tissue to wipe nose, with assistance. ▪ Communicates with caregiver when feeling uncomfortable or un-well. ▪ Cooperates and assists with tooth brushing. ▪ Begins to choose appropriate amounts of food to put on plate. ▪ Can serve self from small pitchers and bowls. 	<ul style="list-style-type: none"> ▪ Ensure child receives regular checkups that include appropriate screenings, immunizations, preventive care, and information about development. ▪ Use a systematic approach to record keeping concerning the child's health. ▪ Provide ongoing dental care for child. ▪ Model and practice proper hand washing and drying. ▪ Provide necessary hand washing assistance to include liquid soap, running water, and disposable towel. ▪ Support child's efforts in toileting, brushing teeth, bathing. ▪ Offer space and child-sized utensils to support personal hygiene as children learn to eat hygienically. ▪ Show child how to cleaning self; acknowledge child when he/she does self-care. ▪ Talk with child about health rules (cover mouth when coughing; throw away soiled tissues in wastebasket). ▪ Model words to describe symptoms of illness ("I feel hot today." "My tummy is full." "I cut my finger. It stings."). ▪ Have a set of clean clothes always ready for child to change into. ▪ Use sunscreen to protect skin from sunburn, and sunglasses and hats to shield eyes.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH

SUB-DOMAIN: HEALTH

NUTRITION AND FEEDING

GOAL 24: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Choose how much food to eat. Participate in mealtime routines, with support.</p>	<ul style="list-style-type: none"> ▪ Expands recognition and eats a variety of foods. ▪ Distinguishes between food and non-food items. ▪ Makes personal food choices among options. ▪ Explores new foods when offered. ▪ Talks about being hungry or full. ▪ Uses cup to drink beverages. ▪ Begins using serving utensils. ▪ Begins to pass and receive food in serving containers. ▪ Uses fork and spoon, with limited accuracy, but continues to use fingers often. 	<ul style="list-style-type: none"> ▪ Establish regular meal and snack times in daily schedules. ▪ Prepare and provide a variety of nutritious snacks and meals from child's own cultural background and other cultures. ▪ Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors. ▪ Offer beverages in cups (1% or 2% milk, 100% juice, or water). ▪ Provide child-sized utensils. ▪ Provide child-sized serving utensils that help child to serve child-sized portions. ▪ Provide adequate space for each child to pass, serve, pour, and eat. ▪ Prepare and present food with consideration for child's physical skills for passing and serving themselves. ▪ Acknowledge a child's hunger and fullness cues. ▪ Respect a child's food preferences. ▪ Offer unfamiliar foods many times to help the child gain familiarity. ▪ Sit down to supervise child before food is passed. ▪ Talk with child about how food and water help us to be healthy. ▪ Offer food at least every 3 hours so that child's hunger does not overwhelm their ability to self-regulate food

			<p>intake.</p> <ul style="list-style-type: none"> ▪ Link new foods to familiar foods describing taste and textures. ▪ When adding a food that is new to a child's menu, include other foods that are familiar to the child. ▪ Encourage child to drink plenty of water throughout the day. ▪ Develop a plan for cooperating with physician-prescribed diets (allergies, diabetes). ▪ If child has food allergies, talk with him/her about healthful food choices that fit his/her needs. ▪ Avoid serving choking hazards (raisins; grapes; popcorn; hot dogs; hard candies; and other small, hard, round, foods).
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DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: HEALTH****SAFE PRACTICES****GOAL 25: CHILDREN DEMONSTRATE KNOWLEDGE ABOUT AND AVOID HARMFUL OBJECTS AND SITUATIONS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>16 to 38 Months</p>	<p>Begin to develop an awareness of harmful objects and situations.</p>	<ul style="list-style-type: none"> ▪ Begins to avoid some dangers (e.g. blowing on hot food, saying "Hot" and pointing to a hot stove, or mimicking adult admonitions), but cannot be relied on to keep self safe. ▪ Seeks caregiver support when aware of danger. ▪ Communicates to adult when someone hurts or makes them feel bad. 	<ul style="list-style-type: none"> ▪ Provide constant close adult supervision and guidance. ▪ Keep all chemicals, including soaps, cleaners, and cosmetics, in locked cabinets. ▪ Give child basic words for talking about harmful objects and substances. ▪ Teach child to tell an adult if they are afraid, have been hurt by an adult or another child, or see something that is not safe. ▪ Keep guns unloaded, use safety locks, and store in a locked cabinet away from children. ▪ Introduce child to safety personnel and places such as firefighters, fire stations; health clinics, doctors, and hospitals. ▪ Teach child that they are strong and capable and can count on you to keep them safe. ▪ Demonstrate clear and consistent boundaries about harmful objects and situations (e.g. always put child in car safety seat when traveling in a vehicle). ▪ Assist child in dressing appropriately and check clothing for hazards that might cause choking or hangings.

DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH**SUB-DOMAIN: HEALTH****SAFETY RULES AND REGULATIONS****GOAL 26: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Develop an awareness of safety rules and respond to safety rules, with assistance.	<ul style="list-style-type: none"> ▪ Displays recognition of the rules though may not always follow them. ▪ Pays attention to safety instructions, with assistance (cooperates when told, "I need to hold your hand when we cross the street."). ▪ Verbally offers simple rules (hot, no-no, no running inside) but cannot control impulse. ▪ Verbally offers simple rules (hot, no-no, no running inside) and can also control impulse at some times. ▪ Anticipates consequences for not following rules. 	<ul style="list-style-type: none"> ▪ Always use helmets on children and adults who are using wheel toys, motor craft, and skiing. ▪ When a child is using wheel toys, skiing, or riding on motor craft, such as 4-wheelers, always use helmets. ▪ In daily routines, demonstrate safe strategies such as animal safety, traffic safety, and how to be safe in a group. ▪ Reassure children that you are here to keep them safe. ▪ Comment descriptively when child behaves safely. ▪ Demonstrate, explain, and provide opportunities for child to practice safety around bodies of water (lakes, oceans, rivers, ditches). ▪ Provide frequent reminders about safety rules ("You should hold an adult's hand when you walk in a parking lot.").